

Exploring Expository Text

Lesson Preparation

Daily Lesson 2	READING	
	TEKS	Ongoing TEKS
	E1.Fig 19A E1.8A	E1.26A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Readers create connections to make text personally relevant and useful. <p>— How does making connections to a text impact understanding?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Controlling Idea Details 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Writer's Notebook (1 per student) Teacher Reader's Notebook (1) Expository text from Daily Lesson 01 Example expository text (class set) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English I Unit 03 Writing Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Students will need an expository text from the packets in Daily Lesson 1. Prepare accordingly. Select an additional expository text to use to model identifying author's purpose, controlling ideas, and supporting details. Prepare background information for expository texts as needed. Refer to Teacher Resource: English I Unit 03 Writing Appetizer – Prepare accordingly. 	
Background Information	Controlling idea – the main point or underlying direction of a piece of writing. A controlling idea makes the reader ask a question that will be answered by reading more or helps the reader understand the author's purpose for writing the paragraph or essay.	
Teacher Notes	It may be helpful to show students a well-known advertisement (e.g., Smokey the Bear). Briefly discuss the features of the advertisement, the author's purpose in creating and distributing the advertisement, and the controlling idea, before moving to the expository text of the lesson.	

Instructional Routines

Daily Lesson 2	READING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students identify the controlling idea, supporting details, and author's purpose in an expository text.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Writing Appetizer 2. Display and distribute example expository text and provide necessary background information. Allow sufficient time for students to scan the text. 3. Ask: What is the author's purpose in writing this text? Discuss responses. 4. Ask: What is the author's controlling idea in this text? Discuss responses. 5. As a class, create several interview-style questions to ask the author. These questions should spur critical thinking about the author's intentions. 6. Instruct students to re-read the text. Ask: How does the author answer? Discuss responses for questions asked; listing details the author uses to answer the questions. 7. Divide students into Collaborative Groups and distribute an expository text from the packet in Daily Lesson 1 to each group.
Learning Applications	<ol style="list-style-type: none"> 1. As a group, students scan the expository text to determine the author's purpose and controlling idea. Students record the information in the Reader's Notebook. 2. Groups identify the details the author uses to support the controlling idea, recording the information in the Reader's Notebook.
Closure	<ol style="list-style-type: none"> 1. Groups share the controlling idea and supporting details for their expository text.